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VOL. 43, NO. 27

CENTRAL WASHINGTON STATE COLLEGE

FRIDAY, JULY 10, 1970

## Wants University Status

# Brooks Raps on Blacks, Strike . . .

By Thom Cooper  
Associate Editor

(Editor's Note. The following is an interview between Dr. James Brooks, President of Central Washington State College, and Thom Cooper, Associate Editor of the "Campus Crier.")

Q. Dr. Brooks, what was your general reaction to the May referendum, and do you see it affecting campus policy in the future?

A. First of all, you must consider that only 25 percent of the college community completed the questionnaire. Some discredit the results because of this, but I think we received a good indication of campus values. I was not surprised by the results. We knew there was a strong feeling against American involvement in Southeast Asia, that the students were concerned about their student government, and most people desired to refrain from using violence on the campus. I am in favor of continuing such referendums, for they do give us a good idea of what the college community is thinking at a point in time. For example, this referendum indicated that most people do not object to having the ROTC at Central.

### Students in Campaigns

Q. You received a letter from Senator Magnuson of-

fering a plan to allow students a 10 day vacation before the election in November. What is your impression of his plan?

A. Senator Magnuson responded too fast to the situation. I understand he does not favor allowing students to leave without any responsibility.

At the present time a committee is attempting to explore ways to allow those interested to be involved this fall.

### Black Studies

Q. What steps are being taken to bring more Black students to Central?

A. During Spring Quarter, members of the faculty and a number of Black students developed a new program for a major in Black Studies. We hope this will be implemented by fall quarter.

At the same time, there is a program being implemented for the recruitment of more Black students to attend Central. As you know, the Educational Opportunities Program has been operating for some time to assist all students who need special counseling and financial assistance.

We are refining and extending our anti-discrimination policies to cover contracts and college use of facilities of organizations that discriminate in membership. I am developing these policies personally at this time to speed up the process.

Q. The Placement office was only able to find jobs for 40 percent of the graduating teachers. What is the College doing to rectify this situation?

A. My information is that we have placed over 55 percent of the graduating seniors. At any rate, the situation is not good, and there is little we can do about it. The number of new teachers hired is up to the various school districts and they have been having financial and other problems. For some years now we have been opening new opportunities for students in the Arts and Sciences programs and the professional subjects. In the future we may be able to offer more programs in technical areas and the allied health professions.

### University Status

Q. Why is Central seeking University status?

A. The university name was requested several years ago, but not granted. The university name would be beneficial to all the state colleges. Some of the advantages of having the name lie in the areas of faculty recruitment, prestige of our degree and fund raising for the school. Many other institutions in this country similar to ours have had the university title for years.

The university title no longer implies that an institution offers the doctorate degree or wants

to. It does not imply strong orientation to research. We have relatively little interest in either. I should note that we could not offer the doctorate if we wanted to without approval from the State Legislature and the Council on Higher Education.

### Discouraging Masters

Q. There is a rumor on campus stating there is a move to rid the faculty of master degree instructors and replace them with doctoral degree instructors. Is there any truth to this rumor?



President James E. Brooks

A. First of all, the records at Central indicate we are below the norm in turnover in faculty. However, some members of the faculty leave Central for better paying teaching positions or for the opportunity to take administrative posts. In addition, many professors without doctorates have tenure.

Doctorates are available and needed, as our percentage is still low. Keep in mind that the freshman and sophomore levels are not increasing. The upper-division and graduate enrollments are growing very fast. There is a need for professors with doctorates to teach upper-division courses. Remember that there is presently an overabundance of doctorates on the market. Given our needs, they must be given preference over the teacher who has only received a

### Master's Degree.

It is possible that within the next 10 years the state colleges will be enrolling only juniors, seniors and graduates. There is still a market for master degree instructors in the mushrooming community colleges throughout the nation.

### Board of Trustees

Q. Dr. Brooks, college campuses today tend to be of a liberal nature, while Boards of Trustees have been labelled conservative by nature. As the President, how are you able to keep both factions satisfied with each others decisions?

A. I think your premise is incorrect as applied to Central. In the past, on many occasions our Board of Trustees has tended to be more liberal than our faculty. A case in point is our speaker's policy. At the time, I doubt if over 40 percent of the faculty would have approved it. However, the Trustees took it out of the hands of the faculty and passed it, 4-1.

The stories that the trustees are conservative and not aware of what is going on in campus folklore. They are very well informed. I give them all the information at my disposal. In addition, they visit the campus as much as their schedules will permit. Given full information, they will make the same decisions that most of us would make. They are very sympathetic to the College. They like to hear from faculty and students and certainly welcome visitors to their meetings. If they appear conservative, it is because they take their positions seriously and don't have as much time as we do to engage in lengthy debate.

Q. Is the Presidency and its responsibilities of a college, or university too much work for one man to handle?

A. Under ordinary circumstances, the responsibilities are almost too extensive for one person. Recent campus disorders have complicated matters, convincing many Presidents that the job is impossible. You don't make many friends at this level—people come and go too fast.

Thank you very much for your time and comments, Dr. Brooks.

## Ginn Believes In ASC

Student government can help make students' lives run more smoothly according to Tony Ginn, acting president of ASC.

Although the student government at Central has been criticized for not being representative of the students, Ginn thinks that student government can play an important role in a student's life.

"You can't expect to make 7,000 students happy all the time," he said. "But student government can make students' lives run as smoothly as possible."

### ASC Service

Some of the services that student government can offer include providing information about the outside environment. This is done by the formation of political action groups, seminars and visiting speakers, he said.

Student government should also provide social activities for students, he added. The ASC does this with entertainment, athletics, dances, plays and movies.

### Team Effort

Ginn strongly believes that governing a college should be a team effort involving students, faculty and administration.

"Many students have an immature attitude about what the older generation is trying to do," Ginn said. "Experience does have something to say. The important thing is that there is communication between all elements on the campus."



Tony Ginn

Central's administration, in most cases, has shown a willingness to listen to students, Ginn said. One reason that Central has had less conflict than other campuses is that President James Brooks has

generally shown trust in student judgment.

However, he said, both the administration and the faculty need to listen to students more. The college should continually explain to the students and the public the changes that are going on the campus today, he added.

### Student Freedom

Students should have more freedom in choosing subjects to take at college as well as where they are going to live and how they are going to act, he said. The college and the community, he said, need to work closely together in improving the living environment for students.

Ginn likes to work with people and feels his ASC position is the best possible training for understanding government structure. As a psychology major, Ginn said he is unsure of what to do after graduation this year. Teaching and coaching are possibilities, he added.

Ginn is a senior from Tacoma and said that he would be glad to recommend the college to prospective students. "The environment here is such that a person has peace of mind and can apply what he had learned," he said.

## Board Of Trustees Gains New Member

Donald W. Johnson of Longview attended his first meeting as a member of Central's Board of Trustees in May, when he replaced Dr. William Hooper of Ellensburg.

Dr. Hooper resigned late in May. Johnson's appointment will run to March 1, 1976.

A manager of the Reynolds Aluminum reduction plant in

Longview, Johnson is also chairman of the Industrial Customers Committee of the Bonneville Power Administration.

Johnson, 52, is past president of the Association of Washington Business and past chairman of the Council for the Reorganization of Washington State Government.

# Relevant Ed Programs Prepare Teachers

50 Central students participated this year in relatively new teacher preparation programs based at Seattle and Toppenish.

At one location students are prepared to teach in urban center schools, and at the other the emphasis is for students interested in teaching migrant and Indian children in rural areas.

Both programs begin with the premise that most teacher education prepares students for middle class schools, and that teachers trained for those schools are often reluctant or ineffective in different cultural settings.

Jerry Hosman, who has been the student teacher supervisor for the rural program, based at the Center for Migrant and Indian Education near Toppenish, said "The main idea is to get the student to accept people, not judge them."

"Instead of scolding a child

because he is dirty, as we educators have traditionally done," Hosman said, "we want to understand that he is dirty because he didn't have access to water to clean with."

Dale Elmore, the supervisor for the urban center, said the programs concentrate on instructing students to teach human beings instead of subjects.

"If you can meet human needs," Elmore continued, "you have the opportunity to teach the subject matter. If you can't establish a human relationship, you can't teach anything."

All of the students in the two programs are required to participate in a three-day communications process workshop in late July. They are expected to live and work for the month of August in the area where they hope to student teach.

At the end of the workshop, the students in the urban program go to Seattle where they will work for a month with the Central Area Motivation Program, a black organization funded by the Office of Economic Opportunity. The students under the auspices of the Migrant-Indian Center work in community centers, day care centers, at a camp for Indian youth or in the fields with migrant laborers.

Hosman said the students should learn what they personally value and contrast those values to the life-styles of the people they meet. Hosman and Elmore both led seminars with their students during the August experience.

The two advantages for the student in the new programs during September Experience are that he is living in the particular cultural area he is interested in and he is often able to eventually student teach in the same class he observed in September.



Kit Anderson

The students in the urban and rural centers receive an entirely different approach to standard education methods courses than the students taking the same courses on campus.

"We think," Elmore continued, "we can teach more realistic courses in human growth and development, for example, when we can identify what is happening in classrooms, question techniques the students have seen, focus on problems that

have arisen in the classes they are observing."

One student, Kit Anderson of Ellensburg, said that after the August and fall experiences she went into a classroom knowing about the background of the children she was working with.

"You know not to expect the same kinds of responses from every child—they all come from different backgrounds and different family life styles. We're more conscious of differences among people and

know not to judge from our own value systems."

Master teachers appreciate the preparation of the student teachers. Many noted the rapport students in the program had with pupils in the classroom.

Elmore said the student preparation program at Central was one of the first of its kind in the nation when it was initiated in Seattle three years ago. The rural program has just finished its first year.

The urban program is totally funded by Central. The migrant-Indian effort has received federal funding channeled through the state Office of Public Instruction.

Hosman, Elmore and Dr. Conrad Potter, chairman of the Department of Education at Central, hope the programs can expand.

Dr. Potter said he would like to start graduate level programs and increase the number of students that can participate in both centers by the 1971-72 school year.

Hosman said the model being used by Central should prepare students to be better teachers in any situation.

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## Loans, Information, Dances, Help: Vet's Club Assists Any Way It Can

Central's Veteran's Club, a non-political organization, was formed last year to assist Central Veterans in any way it can.

There are no dues or membership fees and any veteran is welcome to join. The club usually meets on the second and fourth Wednesdays of each month, including summer quarter.

About 200 veterans were assisted during summer registration at the table set up for that purpose, according to Gary Anderson, vice president of the club.

"We now have a desk in the ASC office so that vets can get help during the quarter, too," said Anderson. "We hope to have our own Office of Veteran's Affairs in the fall."

At the last meeting an emergency loan fund was established for Central veterans. Club projects and socials will be the source of revenue for the fund. According to Burt Marsh, president, enough money should be accumulated by fall quarter to start making loans to needy vets.

A dance is planned in August to help raise money for the loan fund. The dance will be held in the American Legion Hall, Vista House, located in Reed Park on top of Craig's Hill.

"Any married couple is in-

vited to attend," Marsh said. "We're also inviting people in the community." The date of the dance will be decided at the next meeting, July 15.

"At this meeting we will also discuss individual grievances that any of the veterans may have," Anderson added.

"Many of the veterans are confused as to what benefits are currently available. Too much of what is heard is just rumor."

According to Anderson there is currently a problem with new law passed by Congress regarding increased benefits. Public Law 91-219, approved March 26, 1970, and effective retroactive to Feb. 1, 1970, has a provision "to assist veterans who have academic deficiencies."

Under the new law a veteran can receive "an amount not to exceed \$50 per month for a maximum of nine months" in addition to his regular allowance to pay for individualized tutorial service to correct his academic deficiency.

The college has to certify that the student has a "marked deficiency," that "the tutor chosen to perform such assistance is qualified," and that "the charges for such assistance do not exceed the customary charges for such tutorial assistance."

A check with the Dean of

Men's office showed that there was no information available about how to receive the added benefit. Dorothy Nourse, secretary to the Dean of Men, said there have been no requests to this date.

"But if a veteran wanted this assistance I would just have to call the VA office," she added. "They haven't sent me any information yet."

A call placed to the VA office in Seattle made it clear why Mrs. Nourse did not have any information. According to a clerk at the VA office, "We haven't received any implementing instructions either. However, it should be available soon and when it is, we will send it to the schools."

"Every veteran is encouraged to attend the next meeting on July 15," said Marsh. "It will be held at 7 p.m. in the SUB. Bring your complaints and we'll see what we can do."

## Lectureships

The Committee on International Exchange of Persons, a Fulbright-Hays program, has announced several openings for teaching in Latin American Universities during the 1971-72 academic year.

The openings are available in several areas of study. Countries with universities who have openings include Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaraguan, Paraguay and Peru.

Interested persons should apply at once, since applications will be reviewed in August. Further information can be obtained by contacting either the CWSC Fulbright advisor or the CWSC Institute of Latin Affairs (phone 963-3566).



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## "Waiting For Godot" Hits Central Stage

"Waiting for Godot," a play by Samuel Beckett, will be presented July 22-25 in the Threepenny Playhouse (Barge 300) at 8:30 p.m. under the direction of Dr. Milo L. Smith, associate professor of Speech and Drama.

The play is a classic in the Theatre of the Absurd and is actually a model. The movement had its genesis in Post-World War II France and is a rebellion against traditional theater and dramatic forms.

The theater to this time had been a place of entertainment. Beckett thought it should become more aware of world conditions. An absurd play examines a problem or position and the audience members draw the conclusion. No two people will have the same opinion.

### Lipsky Joins Central Staff

Bill Lipsky, night city editor for the Seattle Post-Intelligencer, will join Central's administrative and teaching staff September 1.

Lipsky will handle public information work including the editing of "Central Today," a college-alumni publication. He will also serve as advisor to the student newspaper and do limited teaching.

Prior to joining the Post-Intelligencer staff this spring, Lipsky was associate news editor of the Everett Herald. He was associated with the Herald for 13 years, with a year off to serve on the Congressional staff of Congressman Lloyd Meeds. Lipsky wrote governmental-political news full-time and covered two previous sessions part-time for the Herald.

Lipsky has been a recipient of the National Associated Press Managing Editors Award for news coverage and was nominated for a Pulitzer prize for coverage of a Monroe Reformatory outbreak several years ago.

Lipsky is married and has four children.

A little background on Beckett's philosophy may help in understanding the play. To him, life is meaningless and language is inadequate for communication. We have been no place, we are no place, we will go no place. The play conveys the impression of some melancholy truths about the hopeless destiny of the human race but does have several instances of undetached hilarity.

The setting is any place—"a country road, a tree, any place." The time is now. Five actors make up the cast. They are Vladimir, a tramp, played by Roger Sullivan; Estragon, another tramp played by Bill Stromberg; Pazzo and Lucky who have a master-slave relationship with Roger Smith as Pazzo. Lucky is Jon Olson, his slave. Finally, The Boy, played by Kevin Smith, Dr. Smith's son, is the messenger from Godot. Two hours are spent in finding out who Godot is. Scene designer and technical director is Dr. Tom Goltry.

"Waiting for Godot" is a two-act play and is the best in a new trend in drama. A new air conditioner has just been installed in the playhouse, so come in and watch a cool play.

### Parking Fee Hike Goes into Effect

Beginning Fall Quarter 1970 there will be an increase in CWSC parking permits. Instead of the usual parking fee of \$3 a quarter, students will be charged \$5 a quarter. If the student desires, he may purchase a yearly permit which will include the parking fee for Summer Quarter for \$20.

Parking permits will be available to faculty, students and staff. This increase will be used for improving and maintenance of parking lots.

As for the assignment of lots, the commuters will be required to park in A, B or C. Dorm residences will be assigned to E, F or G.

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## COMMENT

Last Saturday we celebrated the birth of this nation, of the writing of the Declaration of Independence. We cheered and shot off firecrackers to demonstrate how free we are. To all the cheering and speechmaking that prevailed by the chauvinists in this country, I say it is ridiculous.

We, as the mindless people, have allowed the bureaucracy of government and business to control our minds and our bodies. The concept of freedom as Thomas Jefferson defined it has been completely lost by the American people.

Are we free when the dissenters of this democracy are blasted by the leaders of this country? Is the freedom to say what one has on his mind only conducive to what the powers-that-be wish you to dissent about?

Some of you might say we are free to discuss and disagree with any policy the government makes. And you are perfectly right. You are free to discuss in a small group, but what happens to you and your freedom if you should express these feelings to an audience? If we are free, then why are there so many laws restricting speech and so many conspiracy trials in this country?

If the Declaration of Independence is to mean anything, should it not be used in its proper form and not as the power structure wishes it to be used? This nation was founded upon the principle that, we, the people, should have the opportunity to run the government, rather than the government running the people. Granted the above concept is the interpretation of Thomas Jefferson and not that of the Federalists. Don't you, as an individual, feel intelligent enough to make a responsible decision if given the proper information from the government?

One more point to be considered by many of us: It states in the Declaration that "all men are created equal with certain unalienable rights, among those the right to life, liberty and the pursuit of happiness." Would you, the comfortable white Anglo-Saxon Protestant, travel on down to the ghetto and tell that to the Chicano, the black or even to the white person whom we, the middle class, have cast away into a hellhole of subsistence? How do you tell a ghetto child he is equal to you as you pull up in your car and then leave to return to your own social class? Better yet, how do you explain to the ghetto people that they are equal to all when they see their leaders calling for equality, who are then either shot down by paranooids, tossed into jail or killed by the police departments of this nation.

For you that are ready to call me a communist, I say I love my country very much. I will be the first to die for its ideals. At the same time, I will be on the front line when the freedoms of the Declaration of Independence are violated by this government or any government.

Yes, I celebrated the Fourth of July, but not with fireworks or catchy slogans. Oh no, not me. I celebrated the birth of the nation by lighting a candle and praying someday we will all be free; we will treat everybody as our brothers and sisters and we, as an intelligent people, will return to the meaning of this nation as set forth in the Declaration of Independence.

Thom Cooper

## Forced Resignation At Stanford Prompted By Political Factions

(Editor's Note: the following is an editorial of the "Los Angeles Times," and does not necessarily represent the views of the editors of the "Campus Crier.")

The forced resignation of Stanford University President Kenneth Pitzer last week was another lamentable blow to the effort by dedicated men in higher education to maintain the integrity and independence of their schools in a time of social stress and growing political extremism.

Dr. Pitzer was not the first university president to fall victim to the squeeze by opposing political factions nor, sadly, is he likely to be the last.

Moderate and constructive university administrators at a number of major campuses have been caught and crushed between those who would use the university as a sanctuary for radical activism and those who would respond by enforcing conformity at whatever cost.

To some extent, undeniably, a number of university leaders who have been deposed had made serious mistakes. But the extent of control that can ac-

tually be exercised by a university head is too easily overestimated. Those who have been forced from their jobs, or who are today threatened, are the victims not of this or that event but of a process.

We all know what is happening on the campuses, and thoughtful persons know some of the reasons why. Accountability on the part of top administrators cannot be ignored. But neither can it safely be assumed—though this is the mistake that many trustees or regents make—that dumping an otherwise able man whose campus has faced some disruption will bring a return of sweetness and light.

A university head is responsible to diverse constituencies—faculty and alumni, students and trustees, often the general public. Above all, if he is for for his job, he must be responsible to the idea of a university as a citadel of reason dedicated to the advancement of knowledge and human welfare.

Dealing with the diverse demands and interests of these different constituencies, while



## Lord Sends Angel "Registrar" To Reprimand Sinful Students

by Duane Oberlander

And the Lord looked down upon the great multitude gathered about the door of Nicholson Pavilion on the day of summer school registration.

And the Lord looked down and heard that the multitude spake his name in vain as it waited for

the doors to open.

And the Lord sent forth an angel called "Registrar" to punish the sinners.

And the angel, called "Registrar," gathered about him a host of registration workers and spake unto them saying: "Verily, Verily I say unto thee, the Lord hath commanded us to punish these students who use the Lord's name in vain during summer school registration."

And the angel and his host of workers set forth a plan whereby the multitude of sinners would be punished.

And it came to pass midway between the eighth and ninth hours of the day that the winners were finally permitted to enter the Pavilion after much lamentation and suffering.

And an angel of the Lord standing at the entrance said unto a student, "Where is thy registration permit? Ye cannot proceed without it."

The student was sorely distressed for he had been told by the angel that he would not need such a thing.

And the angel sent him back to the Office of the Registrar. As the student departed he spake, "Verily, Verily, I will certainly return unto thee according to the time of life."

And lo, in the tenth hour of the day he was finally permitted by the angel to enter the building.

And all the students pressed upon themselves greatly as they entered the Judgment Room. And the students were greatly afraid and distressed. For they knew not what to do since there were no directions in the room.

And it came to pass that the students found their way to the class card lines. And they were sorely distressed and lamented much when they finally got to the poorly-marked card tables where the angel's helpers spake unto them saying: "Behold, the table that ye seeketh is across the room. Ye are in the wrong line."

And it came to pass in the eleventh hour that the students began to assemble in the Final Card Check line.

And the angel in charge of the punishments rejoiced at the suffering of the students in the Final Check-out line. For he had smote this line so that it stretched about the Judgment Room for hundreds of feet. And the students in this line uttered forth horrible, agonizing groans and cries of frustration. And the students fell upon their knees crying and praying to the Lord for mercy from the strain of waiting for hours.

And an angel of the Lord appeared to the students in the twelfth hour of the day and had mercy upon them. And the angel had additional tables set up to check those students who had repented of their sins.

And it came to pass that the sinners were ushered to the area for payment of Registration Fees.

And as the sinners passed finally out of the Pavilion, they fell upon their knees, and rejoiced and were exceedingly glad. For great will be their reward in heaven, for so persecuted were the prophets who went before them.

Printed bi-monthly on Fridays during the Summer Quarter by students at Central Washington State College. This publication is printed at the Daily Record. Entered as second class matter at the U.S. Post Office, Ellensburg, Washington 98926.

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# The Old Soldiers And Their Sons

(Editor's Note: The following editorial was submitted by J. Searl. The newspaper in which it appeared is unknown and the author was identified only as B.H.)

The so-called generation gap is an experience gap and it has never yawned quite so wide in north Idaho and eastern Washington as it has in the wake of President Nixon's Cambodian adventure.

Within a few days after American forces crossed the Cambodian border, there was a perceptible shift of opinion—in opposite directions—of the over- and under-30 age groups. The over-30s shifted heavily to the side of the President and what he announced he was doing. The under-30s, and particularly those on campus, shifted swiftly to an even stronger stand against the war—so much so, in fact, that the Cambodian border crossing has rejuvenated the lagging anti-war movement among the young.

## Why The Shift?

Why should two generations, from the same region and the same homes, shift so dramatically in opposite directions on this single act of war?

Even though both groups come from the same social backgrounds, they do not come from the same lifetimes. The types of war the young have known and the types to which their elders have become conditioned are totally different. The experiences and the perspective from which young and old judge the current war are as different as conventional war and guerrilla war, as different as 1945 and 1970.

The last conventional war in which this country was involved—with established battle lines against a uniformed and easily identified invading force—was the Korean War. That war ended in 1953.

Today's 21-year-old was one year old when that war began

and four years after World War II ended.

On the other hand, most in the past-30 group remember well or fought in World War II and the Korean War. Some even remember World War I. Except for some relatively minor misadventures in Central America that some of the oldest may recall, the past-30 group have, until this moment, never experienced any American military enterprise abroad except a just undertaking against a clearly-imperialistic foe. Until this adventure, all American wars have been relatively easy to accept. Indeed, they have been quite heroic.

## Genuine Relief

No one in his right mind enjoyed World War II or the Korean War. And the relief and celebration that greeted the end of both was genuine.

But among those old enough to remember those wars, the human capacity for blotting painful memories from the mind has erased some of the grimness and left intact the more pleasant memories—the gritty determination of a united people buckling down and seeing through a common trial as only a solidified people can. It is human nature that so many should remember that World War II was our finest hour and that so few should recall it was also our most perilous.

The young, who have never known that experience, are wrong to assume that, as it now seems, their elders are war lovers. But their elders have been conditioned to believe by their total experience prior to Vietnam that the United States, of all nations, would not enter a war without a just purpose and a clear cause.

## Early Grandeur

Thus so many continue to grasp blindly for the grandeur that we knew as a people in earlier wars. And the young, with no similar conditioning, are appalled and alienated by

the spectacle of their parents supporting a questionable war.

Until now, the past-30s have never known an unjust war. The young have never known a just one. Similarly, the old, until now, have never known a guerrilla war, and the young have never known anything else.

Thus the old were cheered by the World War II-like strike into Cambodia. This was no more chasing ghosts in the jungle, but a classic military thrust aimed at the mythical Communist command center in Cambodia. At last the slow motion war seemed to be getting someplace with a lightning raid. Was it possible that this was Omaha Beach and the end was in sight?

Of course, the older citizens were cheered by the news. And, of course, they supported it and hoped.

## No Omaha Beach

But the young had no Omaha Beach in their memory on which to build such a slim hope. To them, in this, the only war they had ever known, it was more of the same. So, of course, they were appalled. And, of course, they turned against the President in greater numbers.

To date, the troops have yet to find their Omaha Beach, let alone find a foothold. Today the troops are still chasing ghosts in the jungle and needles in a haystack—a haystack made much larger by this decision.

The support for the President among mature citizens that blossomed two weeks ago may shrivel once again into the former frustration with an aimless, endless conflict.

We are counseled in these times to try to understand the young. But the young must also try to understand if they are to succeed in persuading people with different perspectives and frozen attitudes that the United States has nobler causes than charging up and down the Asian landscape looking for uniformed legions to conquer where there are only partisans in a civil war.

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# Central Changes And Changes, And Changes

by Rich Woodruff

Change and improvement have hit Central at a quickening pace in the past several months. New buildings are constantly replacing parking lots and open areas. The landscape is acquiring a new profile.

To the new student, these changes are accepted in anticipation of a better, more modern campus. However to the former student returning for additional study or just to pay a visit, these changes have destroyed fond memories of the good old days.

Just last week a married couple who returned for the summer session to complete their graduate work in education was strolling around campus retracing their courtship paths.

While passing in front of Barge Hall, they walked across the grass to look for their initials which they had carved into one of the trees. After several minutes of searching, it became apparent that the tree was not there.

"I'm sure that the tree was right here by these bushes," he exclaimed to his wife. "What happened to the tree?"

"Maybe we're mistaken, honey," she replied. "It was three years ago. Could it be over in front of McConnell instead?"

"No, I'm sure it was right here. Hey, look over there. That birch tree didn't use to be there either. That's where we played football in the evenings."

"Well, I guess they took out some of the trees and put in some others," she replied. "I don't know why anyone would want to take out a tree or bush and replace it with another one somewhere else. It's impossible to play football there now, too."

Somewhat dejected, they continued on their walk.

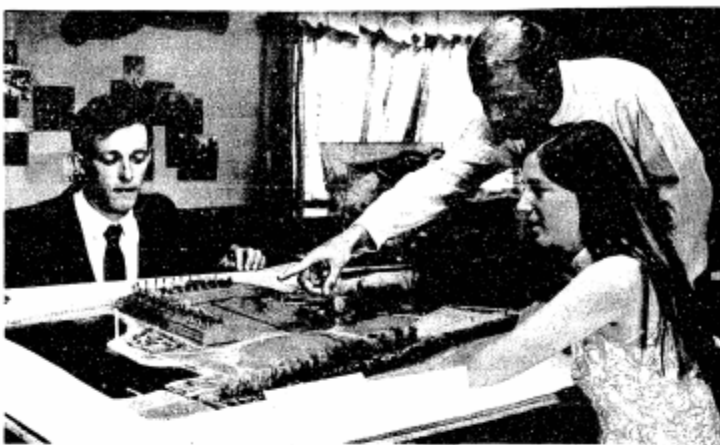
"Let's go over to the SUB and have a coke," she said, trying to forget the missing tree. "Remember how we used to study in the Cage?"

"Okay, that sounds like a... watch out! Don't fall in that hole. That sounds like a good idea."

Once inside the building they noticed the lack of people. "It sure looks deserted in here. Look at all that wasted space where the Cage used to be," he commented. "The ASC doesn't need that much room."

"Oh no!" She exclaimed. "The Snack Bar is closed. I guess this just isn't our night, honey."

"Let's go back to our apartment and look through our old yearbook," he said. "That hasn't changed."



John Miller, Paul Kahn and Andrea Reynolds examine the fruits of their labors: a mock-up of the dump reconstruction project, part of which will be a "climbing rock".

## Recreational Students, Prof Building Park, "Climbing Rock"

Converting an unsightly garbage dump into a waterfront park complete with a "climbing rock" is the object of three Central students and their instructor.

The students are seniors John Miller, Paul Kahn and Andrea Reynolds. Their instructor is Mrs. Helen McCabe, assistant professor of recreation at Central.

The "climbing rock" concept has already received the enthusiastic endorsement of several of the region's well-known mountaineers, including veteran mountain-rescue leader Orme Daiber of Seattle, after whom the students hope to name the "climbing rock."

The climbing structure would be constructed of rocks and concrete with steel reinforcement. It would be approximately 60 feet high and 100 feet long and would include a separate chimney spire of concrete. It will provide for climbing skills ranging from beginning to expert. The only similar structure of its kind in this area is located at Camp Long in West Seattle. That "rock" is used widely by climbing groups, particularly for instructional purposes.

In planning the project, Miss Reynolds said she had seen a story in the Seattle Times about Daiber, her former mountain climbing instructor, in which Daiber had mentioned the value

of a climbing rock in learning safe ways of rock climbing.

The garbage dump which the students hope to replace with a park is located along the Yakima River two miles west of Ellensburg. The dump includes about 13 acres of land. They hope that a nearby small privately-owned lake and a borrow pit, dug during the construction of the adjacent Interstate Highway 90, can be obtained to make a park totalling 51 acres.

Besides the climbing rock, the development envisioned by the students would include fishing areas, nature study areas, a group campfire site, an arboretum and hiking trails.

The idea for the park development resulted from a class in recreation administration. Mrs. McCabe divided her class of 26 students into committees of three members and assigned practical subjects related to the Ellensburg area for planning of development in the field of parks and recreation facilities.

Miller, Kahn and Miss Reynolds spent more than 150 hours constructing a model of their plan for the garbage dump improvement. They consulted with Terry Leberman, Ellensburg director of parks and recreation, and with numerous other local officials for ideas and pertinent data.

Another motivating factor in

the planning of the project was to provide an example of environmental design and beauty complimentary to the local area. Since floating the Yakima River is a popular pastime, the students took slides showing the sights that one sees going past the garbage dump. Pollution of the water and of the atmosphere around the dump has worried many Central students as evidenced by recent cleanup days along the river.

A model of the proposed project was built to scale, using layers of corrugated paper which, in turn, was covered with asbestos, flour and wheat paste to provide a mold. Into the mold was poured fibre glass of varying shades of blue. Small dried twigs, shaped to resemble trees, were implanted to complete the model.

The class presentation of the garbage dump renovation plan met with such enthusiastic response that Mrs. McCabe suggested the students look for ways to put the plan into effect.

They presented the plan recently to members of the Interagency Committee for Outdoor Recreation at Olympia, the agency through which all Federal Bureau of Outdoor Recreation and Housing and Urban Development matching funds are channelled. If Federal and State matching funds can be obtained for the project, the students hope to interest local agencies in supplying 25 percent of the needed money.

The students also will submit their proposal to the State Association of Cities. Already, the plan has received verbal support from such persons as State Representative Stewart Bledsoe, who hailed the proposal as "the kind of thing kids can do to show society they can build as well as march."

Mrs. McCabe and the students emphasized that their project is not envisioned as being of benefit just to Central students but to the Ellensburg community and the entire State of Washington as well. And only with the enthusiasm and support of people outside the College do they hope to make their dream a reality.

Funds for the production of the guide were provided in part through the State of Washington Water Research Center by the U.S. Department of the Interior's Office of Water Resources Research.

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## Javelin Thrower Goes To Dartmouth Camp

Central's Dick Bedlington, Evergreen Conference record holder in the javelin throw, has been selected to attend an Olympic Training Camp at Dartmouth College, Hanover, N.H., July 12 to August 3.

Central track coach, Art Hutton received notice of Bedlington's selection from the U.S. Olympic Committee for Olympic Training. Ten men were selected in each event with Dartmouth being the site for training in the discus, shot, javelin and hammer. Other events will be conducted at additional sites.

Bedlington, of Lynden, Wash., has one more year of eligibility remaining at Central. His EvCo toss was 241 feet, 11 inches.

Last year he finished second in national NAIA competition and this year placed fourth. He

## NAIA Honors Two Coaches

Two Central coaches have been honored by the National Association of Intercollegiate Athletics by being voted NAIA Area Coach of the Year honors.

They are Baseball Coach Gary Frederick and Track Coach Art Hutton. Frederick piloted the Wildcats to the Area 1 title by upsetting LaVerne, California, and advanced to the NAIA World Series in Phoenix, Arizona. Hutton directed the Wildcat tracksters to the Area 1 title.

Both coaches led their teams to Evergreen Conference championships and both were earlier acclaimed EvCo Coaches of the Year.

National honors for Coach of the Year went to Ron Oestrike, baseball coach at Eastern Michigan, and Hoover Wright, track coach at Prairie View A & M, Texas.

also participated in the NCAA Championships last month in Iowa, but did not make the finals.

## Outdoor Rec Sessions Held

Two more sessions are planned for the Summer Recreation program on outdoor education, hiking and camping.

Two meetings were held last Tuesday and Thursday in the Grube Conference Center and two more are scheduled Tuesday and Thursday next week at 7 p.m., according to director Phil Jacobs.

Two hikes are also planned: a trip to Pete Lake in the Salmon La Sac area later this month and a visit to Ingles Lake in August. Both trips can be "long" day hikes or over-nights, according to Jacobs.

## EvCo Expands To Eight Teams

The Evergreen Conference has expanded to eight teams. In addition to the three Washington state colleges and Whitworth, the league has granted membership to four Oregon schools.

Beginning this fall, Southern Oregon College at Ashland, Oregon College of Education at Monmouth, Oregon Technical Institute at Klamath Falls and Eastern Oregon College at La Grande will battle the Washington schools for conference titles in 10 sports.

Whitworth College has served notice they will withdraw from the conference after the 1970-71 season to join the Northwest League.

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## Backyard Biology

This is the Backyard Biology Workshop, designed primarily for the elementary teacher and taught by Dr. Ron Boles and Dr. S. D. Smith. They created and are team-teaching this four-hour daily class for the first time, first session.

After an evaluation of the new class this week the decision whether or not to continue it next year will be reached. With the enthusiasm shown so far, it seems most likely that the class will be taught again, according to Dr. Smith.

Despite the length of the workshop and the many projects involved with the subject, there is exceptional student response among the thirty-two class members. Everyone appears eager and very interested in his work.

Lectures are informal but still carry their message. The main idea is to present teaching methods that can be used in the classroom without special equipment or specialized skills. Practical biology is stressed without over-emphasis on long scientific terms.

Each student has a project concerned with plants and is to give a class demonstration. In

this way, all can benefit from one person's work. On a recent field trip to a local pond, fishing poles were unsuccessful in providing fish for a project. Not to be discouraged, some students jumped in with hand-made insect nets and captured their specimens. Costs of these fish were made and later pointed for study.

Othello kindergarten teacher Niki Padgett felt the team teaching and unstructured atmosphere was "... valuable when going back to teaching next fall." She, as well as most of the other members of the class, felt that the relaxed humor and personality of the two professors added much to the course.

### ASC Flicks

"Marriage on the Rocks" will be shown at McConnell Auditorium July 10 and 11 at 7 p.m. The July 17 and 18 movie will be "The Notorious Landlady." Admission is 25c with ASC card.

### Kid's Movie

The kids' movie for July 14 will be "Moon Pilot." "The Reluctant Astronaut" starring Don Knotts will show July 21. Curtain time is 2:30 p.m. in McConnell Auditorium. Admission is free.

### First Session Ends

The first session of summer school will end July 15. The second session begins July 17.

### "Waiting For Godot"

The college summer production, "Waiting for Godot," will be presented July 22, 23, 24 and 25 in the Threepenny Theatre, Barge Summer Tours.

Saturday, July 11, is the date for the Mt. Rainier and Paradise tour. The fee is \$6 and the sign up deadline will be July 10. Buses will load at 7:00 a.m. and will return by 9:30 p.m. The route will take you over the Cascade Mountain Range on Chinook Pass to Mt. Rainier. Fee includes transportation and entrance to the park. Wear casual clothes and comfortable walking shoes.

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Hall, at 8:15 p.m. Admission is free.

### Topics in Education

Dr. Raymond Wiman, professor at Central and an authority on instructional media utilization, will speak

July 15 at 8 p.m. in the Grupe Conference Center. Also speaking in Grupe on education will be Vasant Deshmukh, visiting professor from India, on July 22; Mrs. Gladys Francis of Newark on July 29, and Dr. Ernest Willenburg, Los Angeles, on August 5.

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